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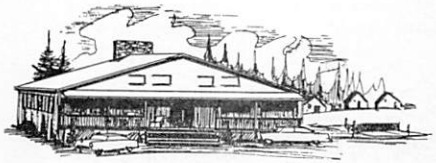






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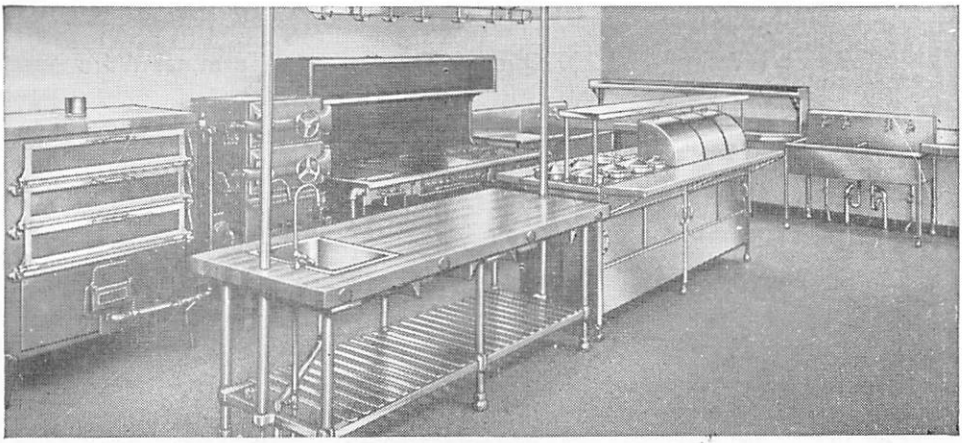
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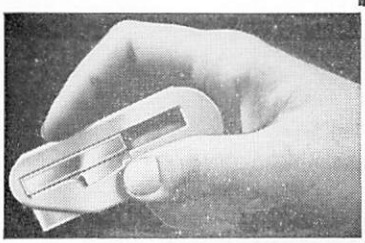
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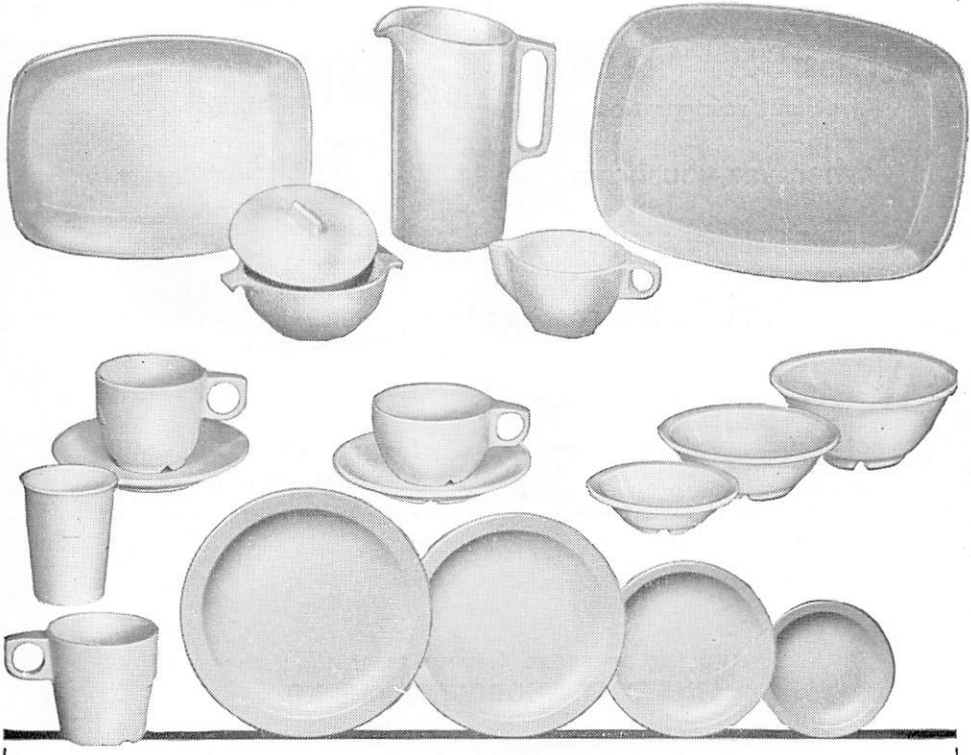



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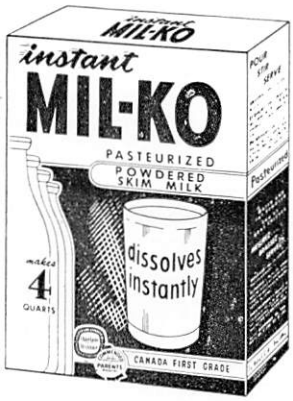
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# CANADIAN CAMPING

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**EDITORIAL**

# TO OUR COUNSELLORS

F. M. VANWAGNER,
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Camping season is just ahead for many young men and women who have chosen to be camp counsellors this summer. Whether your camp is situated by the sea, in the high western country, on the wooded shore of some beautiful lake, it will afford the opportunity for simple living in the outdoors. For this is what we mean when we speak of camping.

Many counsellors will be returning to a familiar situation, while others will be entering upon a new experience. There have been interviews with the director and other members of the senior staff, attendance at pre-camp lectures, and perhaps some reading on various camping topics. You have been told a great deal about what your campers will be like, what your camp's objectives are and what you are expected to do to help achieve them. You now know that counsellors can be a camp's greatest asset. The extent to which your tent or cabin group enjoy and profit from their summer at camp depends largely on you.

Before camp opening you will probably spend several days at camp in final preparation. This period you are sure to find most pleasant and helpful. By this time you may feel that you have accepted a position of great responsibility for one of your age and experience. This is undoubtedly true, but under the favourable conditions which exist at camp, you should find no great difficulty in living up to the high standards set by many counsellors in previous years.

We have been so completely occupied with telling you about your duties and responsibilities that we may have neglected to tell you what you may gain from a season as a camp counsellor. There will, of course, be good meals, certain financial remuneration and an opportunity to acquire a coat of tan, but these are less important than other potential gains. You have a wonderful opportunity to develop out-of-doors recreational skills that may become lifelong interests.

In connection with your duties and during your free hours, there will be an ample opportunity to engage in the many activities which your camp provides. If, during your stay at camp, you gain a knowledge of camping skills and acquire a lasting love for life out of doors, you will then have gained the best that camp can provide. During the remainder of your days, at every available opportunity, and in all seasons, you will seek your recreation in the peaceful solititude of our wonderful camping country.

Your interest in self improvement need not lessen your efficiency as a counsellor; it should, in fact, increase your ability to help your campers add to their knowledge and heighten their interest in all the worthwhile things you have come to appreciate.

So, face the summer with enthusiasm and confidence, determined to do your best for the happiness and welfare of of your campers. You will then take home a feeling of deep satisfaction and enjoyment, such as no other experience can give. —●

# HOMESICKNESS

"A Symptom Complex Related to Separation from Home"

By Dr. Taylor Statten

*Director of Child Psychiatry,*
*Montreal Children's Hospital*

Part II

## Treatment and Management

Here follows a discussion of treatment and management practicses which were submitted by camp directors in response to our questionnaire. Now we can consider how we can apply our understanding of these mechanisms to the practices which we are using in the management of homesickness. What should our aim be in attempting to help the child handle his distress? Psychiatrists say that we should not cause these feelings to be turned off too abruptly. We should allow the child to work through them, talk them out, learn to recognize them and know what they mean, so that he can build up acceptance and tolerance of them. When these feelings are so intense that they might result in total disruption, the child should be helped to develop more healthy mechanisms, such as identification or sublimation, instead of projection, repression, denial and displacement.

Identification is a normal mental mechanism. It plays a part in the formation of any friendly or loving relationship. It involves a desire to be like another person, to do what they do and feel as they feel. One may identify with a group as well as with an individual and both group and individual loyalties are the result. Normal children identify easily with persons who show them kindness and understanding. Unfortunately, many of the maladjusted group have had difficulties in making the primary identification with their parents because the relationships at home contained too little love and too much hostility. This makes it hard for them to identify with other people later on and therefore a positive effort is required by the camp personnel to promote identification in these children.

Sublimation is another healthy mechanism by which we deal with unsatisfied needs or unacceptable urges. It is a means by which we channel them into socially acceptable forms and thereby obtain a substitute satisfaction. For example, aggressive drives can be sublimated by participation in competitive sports.

The activities of identification and sublimation are extremely useful methods of management and should go along with the development of tolerance for feelings of depression. If the child knows that somebody understands the situation then he is much more likely to be able to handle and control his feelings. The methods which are at our disposal in the camp situation for using these aids are very rich ones indeed. Since there is a close identification between the camp director and the camp, the director is one person who should be available to the camper.

It is usually important for the camp director himself to let the camper know that he understands his feelings of homesickness and even more important than this, it is often useful for the

camper to express his feelings of dissatisfaction, anger or persecution to the camp director. It may be necessary for them to go through several or even many sessions of this kind before the child begins to deal with his feelings himself. It is very important for the director to accept these feelings and not to give the impression of disapproving them. Since guilt is usually a part of the feelings of depression, every effort should be made not to increase the child's guilt by making him feel that his thoughts are not acceptable to the camp director. As long as the director knows of the situation the camper can often go and use some other member of the staff to talk out his difficulties. Since the camper feels that the camp director is often the closest person to his parents the child may feel a real need to try and express his hostile feelings towards him first. The acceptance of this hostility is often accompanied by a tremendous relief in symptoms and a whole positive reorientation towards his camping experience.

It seems to be general practice in most camps to have some one person attached to the homesick child. This may be almost any staff member in the camp. The camper sometimes makes his own choice and this should be encouraged. In other circumstances there is a special person assigned to help the camper out. During the first early days it may be necessary for that person to be with the child for almost all waking hours. This type of demonstration will help the child throw off his depression by feeling the friendship and love of another person. In this relationship he will become familiar with all the workings of the camp, will have a proof of interest and acceptance by special consideration around routines, food, drinks. It has often been said that the quickest way to a boy's heart is through his stomach. We insist on small frequent feedings when his appetite is poor.

There is one practice which has proved successful in some cases, namely, to have another camper assigned to help with the problem. It seems important to have the cabin group understand and accept what is going on but we should be very cautious about the use of another camper. This does backfire on some occasions and sometimes the other camper experiences some repercussions. The camper may tend to encourage the process of denial and repression and thus only postpone the time when the child will learn to tolerate and accept his own feelings. However, if the camper selected has been several times to the case and himself identifies with it and enjoys it, then this manoeuvre may be successful.

The part that the general program plays in the management of homesickness seems to be fairly well understood. One of our objectives is to promote identification and sublimation. The first contact which becomes meaningful in some cases seems to be that with a program instructor. Where the homesickness appears to be tied up with the problems of group living, it is often found that there is some escape and relief for the child in the individual projects offered in the arts and crafts and nature programs, provided the instructor understands the situation and is made aware of his part in the management and treatment.

It is often possible to capitalize on some asset that the child has demonstrated in a former setting. An ability to write or draw has been the small nucleus of achievement which, when exploited through the editing of a paper or writing and directing a play, gives the feeling of success and recognition and of being useful and wanted. In the same light it is often very useful to assign some distinctive job which gives the camper a sense of representing a senior authority in the camp. Such

arrangements as being a messenger for the camp director, a clerk in the dispensary or the important person who rings the bell which calls the whole camp to assemble for dinner, will raise his self-esteem and give him a sense of belonging.

Our watchful eye should always be looking for the overly enthusiastic child who is using the process of sublimation by involving himself in activities to an excess in an effort to overcome anxieties and uncertainties. He may be using activities to prevent himself from forming relationships with other people. Here again an effort should be made to supply a relationship and this can often be successfully accomplished through the instructor of the activity which is being pursued.

It has been repeatedly observed that children tend to express their homesick feelings more during meals, rest periods, bed time and when they have leisure periods. Sunday is often a difficult day for them. The aim should be to help the child through these periods by individual support. It is important to allow these feelings to be expressed and therefore a lot of consideration should be given to the balance between activity and leisure.

Having attempted to accentuate the positive we now have to eliminate the negative by considering how to aid the children who are using the unhealthy mechanisms of defence. We should make every effort to help the child realize why he is homesick by encouraging him to express his feelings about his separation from home and his parents sending him away from them. He may have repressed his anger with his parents, because this would be too threatening for him, and focussed it on the camp instead. This is the defence mechanism of displacement and many children find it easier to express their anger first against the camp in this way and only later towards the family.

It often takes some time before the child can turn his anger in the correct direction. We have often seen the results of repression of this hostility. When the parents visit the camp, the child almost ignores them for a time or can only burst out in a furious flood of tears and remorse towards the end of the visit. In some cases, on the parents' first visit, the child will make an angry demand to be taken home. This may be a renewal of a battle which he lost before coming to camp, but with some it constitutes the first open expression of resentment at his banishment from home. He may not have been able to take a stand against his parents' opinion previously but his camp experience has given him enough security to accept and express his anger with them. He has gained this security because the adults at camp have themselves accepted his angry feelings and moreover he has seen that he is not the only child to experience them. It is at this point that the camp director may have to deal with annoyed and bewildered parents, who feel that the camp has turned their previously docile child into a rebel, and interpret to them the inner meaning of what has occurred.

Some of our most dramatic changes in behaviour occur after such a battle between child and parents. The child feels that he has won, even though he remains at camp, because it becomes apparent to him that the parents accepted his anger and yet were not swayed in their judgment of what was good for him.

Sometimes in an older child, after there has been a good attempt to work out these feelings by all concerned, it is worthwhile to allow the camper to make the final decision. This usually results in a more complete working through of the problem and we have

seen a child make the decision to remain at camp at the point of loading his trunk into the transportation which is ready to take him away. Only then does the reality of the situation come clear. He then realizes that the parents are right in their desire for him to remain but this could only be arrived at through a demonstration on the part of the parents of their love for him and their willingness to take him home. We find that this technique is most appropriate when the parents had previously promised to take the child home if he did not like camp. Here the child denies that he likes camp in order to be sure that the parents will keep their original promise and thus prove their love.

In his article on "Guilt and Homesickness in Camp", Charles S. Levey points out that "guilt from omission" is one symptom of homesickness. In these cases the child suddenly is reminded of home by a letter or some incident, and immediately becomes homesick. These children have liked camp and have enjoyed it but on remembering home they become homesick. It is our feeling that the mechanisms of denial or repression are at work here in that the stimulus for the memory of home allows underlying depressive feelings to come through and they are felt as a punishment for not remembering home. How many of the children in camp who avoid in every possible way sending letters home are repressing memories of home to prevent depressive feelings? We have all become very curious about the child who does not read his letters from home but tucks them away in his trunk, because he is afraid that he will display emotion if he allows himself to be reminded of home.

There is a wide variation in our staff's reaction to depression. The stronger and healthier our camp organization is from mental health standpoint the more able we are to face up to the emotional difficulties children experience. One quality which has contributed to the success in institution dealing with children is the courageous endeavour for self-evaluation on the part of adults caring for children.

It is difficult to find out how our counsellors and staff feel about homesickness. It comes as a great surprise to a camp leader when he finds after careful examination that some of his staff are struggling with this problem in themselves, and are only being made more anxious by outcroppings of homesickness in their campers. If the staff are uncertain and fearful of their camper, if reputations of campers for whom they are responsible are not too reassuring, these uncertainties will be transmitted, often in subtle ways to the campers. The problems which make staff members uncertain can be multiple;but if we have carefully selected our staff and have had a good period of adjustment and training for them, many of these uncertainties will be resolved before the campers arrive. This whole problem of staff training and staff relationships is of enormous importance and far beyond the scope of this discussion on homesickness, but nevertheless it is intimately related. During these first uncertain days the camper will be testing us out. Our sensitivity to this process and our ability to pass the test successfully will help to determine the duration of this stage of doubt and insecurity.

The whole process of setting up the physical camp, and training the personnel, and then the method of preparing campers for their camping experience is especially important to the group whose homesickness was a basis of situations peculiar to camping. If the physical set-up of the camp is very different from what the child has previously experienced, there are bound to be feelings of unfamiliarity which can be the starting point for loneliness or a sense

of being different. If the plant is run down, if important pieces of equipment are not in working order, or if some activity about which the child is enthusiastic is not offered, feelings of homesickness will be exaggerated. It is therefore very important for everything to be in running order and good condition and also for the child to have some idea of what he can expect to find. If his preconceived ideas of camp and the reality coincide in quality or if the camp is better physically than he imagined then there will be fewer problems or disappointment and feelings of wanting to return home.

It is also important to interpret the institution to the children and this is one job in which all staff will be constantly engaged. The rules and safety precautions are extremely important. It is more reassuring for the children to know that they are going to be looked after and not allowed to run riot and do foolish things which could cause bodily or emotional harm. Therefore they should know and understand the methods of supervision and what part they have to play in this. They need to know what they can and cannot do and where they should be and when. There is a tendency to overwhelm campers or for them to feel overwhelmed at the start, and therefore it is necessary to establish certain routines and limits during the first few days. These may be lifted later and more choice offered as the child shows evidence of reaching out for new experiences.

The management and treatment of category three, the children with personality problems, can be a highly technical procedure. Many camps have the advantage of having a qualified person on their staff to advise and direct the planning and management of such cases. Camp can then make considerable contribution to the rehabilitation of these children and a certain number of these cases in camp can help the staff to develop the awareness and understanding necessary for the management of less disturbed children.

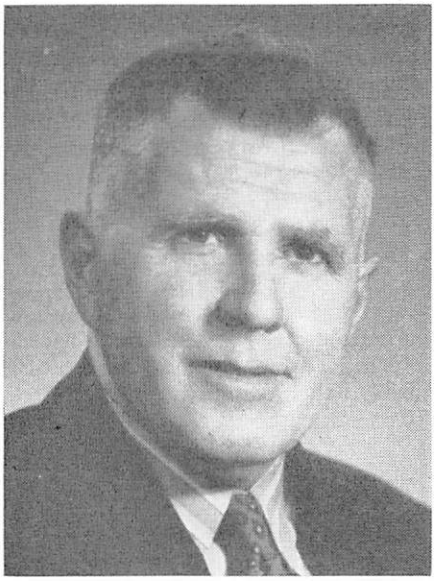
Camps should accept their limitations and the limitation of the children for whom they are caring. Many problems cannot be helped and are well beyond the scope of normal camping personnel. We are very willing to accept for a trial period a child who shows reasonable adjustment, whose family is consistently working with a psychiatrist during the winter and where the psychiatrist feels that the camping program will be helpful. In these cases we expect a lot of background information and suggestions for management from the physician.

We hesitate to accept for a second season a child who has shown a lot of difficulty in his adjustment. if the family has not sought help for that child during the winter. Here, if treatment has been available but has not been undertaken, I feel that we would only be supporting the denial of the problem which the family has developed towards the child and his difficulties. The parents send such a child off to camp and experience relief at getting rid of him and they are likely to continue to do this until some sensitive, knowing camp director helps them to see the necessity for psychiatric care.

This paper could continue for many pages. It could be a book entitled "Good Camping" and it is well known to all of us that when our campers are happy and cheerful, and hope that the camping period will not hasten to close when the camp is good and running well. Camping people also know well that to run a successful camp for all the campers entrusted to their care is a very complicated and difficult task requiring the combination of many skills and abilities and a great deal of experience. It is this improvement and consistently high quality of our modern camps that has caused camping to witness such a reduction in homesickness in recent years. —●

# AMONG OURSELVES

By W. Jack Eastaugh



WILLIAM O. BELL

When Bill Bell retired as director of Danforth Y.M.C.A.'s Sunfish Camp last year, it marked the end of a camp but not the career of a rugged humour-loving Bluenose who, at sixty-five, claims that a person shouldn't retire in his prime. But, then, Bill Bell has always seemed ageless. Those of us who worked with him when he first came to Ontario in the early thirties, were unaware of his age. Our lasting impressions are a crop of short, wiry hair, a rolling gait that made us suspect that all of Nova Scotia is somehow affected by the Atlantic breakers; a quaint manner of starting off the day with a "worsh" instead of a wash, and a persistant and infectious drive that couldn't be denied.

Bill came to Ontario in 1930, and despite the depression, developed a Y.M.C.A. programme that was the forerunner of the community "Y's" of to-day. Any office where the rent was low, a part-time stenographer, and a reconditioned typwriter constituted the headquarters. School gymnasia, church basements and lodge halls provided facilities. The youth of East York, at an annual fee of 25¢, was the clientele and Bill Bell provided the inspiration and leadership.

Ask any of the men who were associated with Bill in those early years, how he felt about coming to Toronto from his beloved Yarmouth and they can't tell you. And the reason they can't tell you is that they never heard this sturdy Maritimer complain or waste energy on regrets. And yet he must have felt discouraged and homesick for the tang of the ocean and the companionship of boyhood friends. Another reason it is difficult to examine Bill's early feelings about Ontario is that he was never known to make a speech. Incredulous as it may seem, here we have a man who spent his lifetime in the Y.M.C.A. and yet we cannot recall him as ever making a speech. And herein lies the secret of the success of this man: he believed in

deeds, and he gathered about him people who became articulate for him. They felt caught up in the programme and experienced in a very real way, that they were sharing in the creation of an institution which they understood and which had a meaning for them. Bill Bell never "carried" anyone. Board members and leaders worked with Bill continuously and he could count on the same fellows being with him year after year because they all felt they had an essential stake in the creation of Danforth Y.M.C.A. and Sunfish Camp. Bill Bell was always the leader and never the "boss".

The first Sunfish Camp was located on a sandy waste near Ward's Island, within clear view of Toronto's sprouting skyscrapers and murky marshalling yards. A corrugated airplane hangar served as a dining hall, and scrub willows and horse tails provided the traditional "pine scented woods and leafy dells". For six dollars per week (and less if this fee created a hardship), the youth of Toronto's east end came to camp. Bill had no experienced help. His leaders were young high school lads who used to meet with him every Friday after school at the "Y" office in a Hi-Y Club. On Fridays we used to take a "double" lunch to school. Fresh sandwiches to eat at noon and then a few "extras" for supper at the Hi-Y meeting. These stale concoctions were edible only because of the tea or coffee that Bill used to brew on a hot plate which stood beside the typewriter.

Those were wonderful meetings. Starting about 4:30 they carried on until 10 p.m. or later. We developed songs suitable for camp; and song leaders emerged from necessity. We developed crafts from every conceivable scrap material. Our Indian Lore programme never lacked colour, for these Friday night gatherings were used to assemble headdresses from turkey feathers begged from the St. Lawrence market. Bill discovered by rummaging around the lumber yards, he could buy for $12.00 enough clear pine to make rowboats; every season two or more new skiffs were added to our fleet. Ours was the best possible camp leaders' training course. We knew one another intimately. We met all the year 'round, and we were thirsty for knowledge.

In 1935 a piece of land was acquired at Lake Simcoe near Stroud, and Sunfish Camp was moved. Bill Bell was intimate with every board and nail that went into this project. When it was sold for a handsome price a year or so ago it was a real showplace, and a credit to this man who built character and camps. Sunfish Camp never knew a carpenter, and the only plumber was a board member. Starting early each spring Bill would load his car with young leaders and spend every weekend at camp, building, painting, repairing and improving. No summer cottager ever laboured more lovingly on his own property than did Bill Bell on Sunfish Camp. You will realize he must have an understanding wife.

Opal Bell has been Bill's support all these years. The daughter of a Nova Scotia minister, Mrs. Bell has been a tower of strength in the development of Danforth "Y" and the camp. Hundreds of ex-Sunfish leaders must have consumed tons of chocolate cake provided by Mrs. Bell, for it was a ritual to gather at her cabin every Sunday evening. Despite this unselfish devotion to the work, or perhaps because of it, the Bells have raised a family that does them proud. Garnet is a graduate engineer, Bill teaches school in the north, and Pauline and Jewel are

*continued on page 22*

# IDEAS . . .

## FOR WORSHIP SERVICES

*Often, when a staff member is called upon to lead the Sunday Service, inspiration does not always come to mind readily. The following suggestions are taken from Morning Watch (1948), and permission given for their use by the Department of Christian Education, Canadian Council of Churches.*

*They are only suggestions. We hope those who use them will adapt them to their own use as far as individual imagination will soar.*

### God and the Birds of the Air

The sparrow hath found a house,
And the swallow a nest where she may lay her young
Even thine altars, O Lord.
Psalm 84:3

Are not five sparrows sold for two farthings and not one of them is forgotten before God? . . . Fear not, ye are of more value . . . Luke 12:6-7.

Read Luke 12:22-31.

Of course, at Camp, you have seen the birds and heard their songs! Watching birds is thrilling. See the gull's almost motionless wings as he glides and circles on wind currents which our eyes cannot see! Watch a warbler searching the leaves and branches for food for his family! How quickly he climbs under and over the twigs, with somehow time and energy left over for song. (Ernest Thompson Seton, the great Canadian camping naturalist, said there were forty birds every good camper should learn to know and protect.)

Certainly birds show God's care, and their songs must be a real part of His praise.

Have you ever examined a bird's feather? Find one today, and look closely at it. What will you see? Utter perfection of design! If it is a flight feather from wing or tail, it will have a strong, hollow central rib and thousands of small ribs joined to it.

There are other feathers of quite different pattern designed to protect the bird from sun and cold and these are perfectly adapted to their task too. Yes, a loving, wise God, with infinite care has created the tiniest feather.

Do you know enough about the migration of birds to marvel at it? Some birds have been known to visit the same spot on the tip of South America and return to the same Canadian barn to nest year after year. How? It is not less a part of God's work if we say it is done by instinct, or that the birds have ability to follow lines of magnetic force.

Jesus saw that people thought birds were of no importance. And yet, He knew that God cared for the fall of even one bird. Why are people so indifferent to the care and design of God, which is all around them? At Camp you have a chance to see God's work close at hand in new ways. Be on the look-out for marks of His wisdom and care. Where will you look?

*Prayer:*

Father, who has made the world so full of wonder, open our eyes to see Thy works. We thank Thee for the birds of the air, their beauty and their songs. We acknowledge Thy care for them, and for us. Make us more worthy of all Thou hast done in loving us and caring for us. May we please Thee in thought and deeds this day. Amen.

### God and a Butterfly Wing

There are four things which are little upon earth, but they are exceeding wise: The ant . . . the conies (rabbits) . . . the locust (grasshoppers) . . . the spider.

Proverbs 30:24-28.

*Read Psalm 19.*

Phyllis and Dave and Professor Roberts were walking along a road this spring, when Dave picked up a dead Swallowtail butterfly. He was just on the point of throwing it away and brushing the yellow dust from his fingers when Professor Roberts said, "Wait, let's put a bit of the yellow dust under a microscope."

When they had the microscope fixed so that they could see the tiny flecks of colour from the butterfly wing magnified sixty times, Phyllis exclaimed, "Why they shine like diamonds." "They're shaped like fish scales, but all dazzling with lights and colours," said Dave.

"Yes, every butterfly's wing, seemingly so fragile and unimportant, has been created with the beauty of precious jewels," said Professor Roberts. "It is just one more bit of evidence of the marvellous handiwork and care of God."

"I never thought a butterfly could teach us God's care," said Dave.

"If we were wise enough to see, we would be lost in 'wonder, love and praise' as an old hymn puts it," the professor remarked.

"We ought to write another verse to that hymn 'This is my Father's world'," said Phyllis. "It is not only in 'rocks and trees and skies and seas'; but in so many, many things that we should see God."

God has so organized the vast world of nature that each creature follows a wonderfully planned pattern of beauty of structure and form. But it is God who is behind the plan.

"Who would have thought that His planning included the beauty of the scales on every butterfly's wing?" said Phyllis, thoughtfully.

"The very hairs of your head are numbered," quoted Dave.

*"God who touchest earth with beauty,*
*Make me lovely too;*
*With Thy spirit re-create me,*
*Make my heart anew."*

*Prayer:*

God of all wonder, forgive me for the way I have stumbled through Thy glorious world without seeing Thy work. Teach me to expect to find Thy wonders always about me. Help me to walk this day glad of Thy care, treading Thy world with the glad step of Thy child, and praising Thee in word and deed. Amen.

# IDEAS . . .

## FOR RAINY DAYS

*PREPARED FOR RAINY DAY SESSION*
*ONTARIO CAMPING ASSOCIATION 1957 CONFERENCE*

By Nancy Porter and Barry Lowes

| ACTIVITY | REMARKS |
|---|---|
| Star Lore | Make Star Boxes |
| Disections | Dr., nurse, medical student do disection |
| First Aid | All campers should learn basic first aid |
| Crafts Projects | Work on crafts in cabin |
| Cabin sign or project | Work on cabin project, plan or make |
| Artificial Respiration | Learn and practice regularly |
| Water Safety Knowledge | Instruct and quiz |
| Health and Beauty | Exercises, modern dance techniques |
| Charm classes | Good grooming sessions |
| Scavenger Hunt | Put dry objects on the list |
| Hike in the rain | Dress properly, warm and dry immediately |
| Plan trip | Plan overnight or canoe trips |
| Cabin plaque | Names on plaque to hang permanently |
| Combatives | Arm wrestling, leg, cock fight, neckpull |
| Hide the Button | British bulldog, Bull in the ring |
| Square and Folk Dancing | Practice simple calls before hand. Assistance for each square. |
| Relay Races | Make these novelty races. |
| Movies | Red Cross, Imperial Oil, N.F.B. |
| Indoor obstacle course | Set up course, time contestants |
| Simon Says | A fast imaginative leader is needed |
| Musical chairs | If chairs not available use knees |
| Dodgeball | Indoors an old pillow can be used |
| Change Motions | Start in circle all clapping, leader changes motion, IT guesses who |
| Chain Laugh | Ha . . . Ha Ha . . . Ha Ha Ha . . . Ha Ha Ha Ha |
| Hop Scotch Tournament | Chalk squares on Rec. Hall floor |
| Touch and Smell | Blindfold guess object by touch, smell |
| Pyramid Building | Build simple pyramids |
| Shell and Stone Hunting | Dress properly, hunt stones and shells along shore |
| Tumbling | Simple stunts |
| Rough and Tumble | Sr. and Jr. Counsellors take on rest of cabin |
| Song Fest | Make up new songs, present to camp Around piano, guitar near fireplace, |
| Jacks | Hold Unit tournament |

### SUGGESTED REFERENCES

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2. PROGRAM ENCYCLOPEDIA—Duran, Association Press.
3. ACTIVE GAMES AND CONTESTS—Mason & Mitchell.
4. SOCIAL RECREATION—Mason.

*continued from page 18*

successful mothers. Theirs is a truly happy home.

Is it any wonder that over two hundred ex-Sunfish leaders responded to the invitation to a farewell dinner for Bill Bell upon his retirement? Although the head table was crowded with dignitaries whose presence marked the deep respect of the community Bill had served, the real spirit was felt by the grown men who had been inspired in their youth by this self-effacing, practical man who had influenced their lives by his forthright honesty and Christian living. We all know Bill is too young to retire and so it comes as no surprise to learn that he is continuing his camping, and is now associated with Camp Douglas in Algonquin Park. Hands that have never been idle cannot even be still during the winter, and if you would like to see some original ideas in camp and cottage furniture, visit Bill's workshop in his home. Opal still has to call him twice when dinner is served.




# HEALTH and SAFETY IN CAMP

J. H. EBBS, M.D.,F.R.C.P.(C)
*Medical Director, Taylor Statten Camps, Canada*

**An Address to the Ontario Camping Association, February, 1957**

There is a constantly changing picture in the health field as it affects children. This has become very noticable in the experiences at summer camps. Whereas twenty years ago our chief problems were concerned with infections of all kinds as well as physical injury, we find that today the type of infection, and to some extent the injuries, are of a different type and fortunately are generally less severe. Today I hope to point out just a few of the present day problems which face us in health and safety supervision in organized camps.

## Poliomyelitis

One of the most dreaded infections in summer camps in the past has been that of poliomyelitis. The wide-spread use of poliomyelitis vaccine will gradually eliminate, to a large degree, this disease. However, it should be remembered that it has by no means had universal application as yet, it is not one hundred percent effective and there will always be those persons who either have not been vaccinated, or who have lost some of their immunity. The health information certification should have a place for recording whether or not the child has been given the complete course of poliomyelitis vaccine. This is of great assistance in the event that any child becomes ill with signs and symptoms resembling those of poliomyelitis. The disease is no longer a disease limited to young children, and staff members should also be questioned regarding their immunization.

## "Summer Flu"

Diarrhoea and vomiting have occurred in isolated cases and often in epidemics in summer camps and summer resorts for many years. Such outbreaks are sometimes associated with food poisoning. The food becomes contaminated and the poison from the infecting germs is in sufficient concentration to cause a stomach and bowel upset. The foods most commonly affected in this way are unrefrigerated custards, soups, pie fillings, and occasionally meat and milk. Such food poisoning usually affects a large number of persons at the same time.

On the other hand, intestinal infection such as dysentery can be spread by food, principally fresh foods, and also by water. Water contamination can take place either through untreated drinking water or in swimming areas. In such epidemics the cases do not occur all at the same time. The patients have nausea, vomiting and very often fever. The duration of the disease is much longer than with food poisoning.

Summer camps are also a common place for simple gastroenteritis resulting from over-eating, or associated with excessive excitement or physical activity in certain children.

## "Pink Eye"

The second major group of diseases often labelled "summer flu" comprises the cases of "Pink Eye" with sore throat, fever and glands. In the last few years research at the Banting Institute in Toronto has revealed that a specific group of viruses can be responsible for epidemics of this disease. There are several types of virus called "A.P.C. virus" which, unfortunately, is resistant to the new antibiotic drugs. However, a vaccine has been developed by the United States Army which may prove of help in the future.

"Pink Eye" usually starts in one eye with redness, irritation, watering and some swelling. It is associated with a sore, red throat and a spiking fever which varies from 100° to 105° in different cases. The temperature lasts from one to eight days but usually is only two or three days duration. The opposite eye is affected in most cases. The child complains that it feels as though there is 'sand in the eye'. About eight percent of them have enlargement of the glands, particularly in the neck. The older children will complain of headache and general discomfort. In many there is nausea and vomiting and they may also complain of discomfort in the abdomen. A few patients become more ill with higher fever and aching of the muscles. One-third of the cases develop infection in the ears. The convalescence is short, although one in ten has to be readmitted for further treatment.

Because of the association with swimming areas the disease has often been called 'swimming bath conjunctivitis'. A recent study in a large camp in the United States showed that in the month of July there was a small epidemic of what appeared to be the common cold with some fever, followed in the month of August by a large epidemic of A.P.C. virus disease. The virus can be recovered from the water of swimming areas and probably is the principal source of spread.

Treatment of the individual case is of concern to the medical and nursing staff at the camp. Prevention of the spread of the disease is best carried out by isolating the patient during the acute stage of the disease and of decentralizing group swimming. Enclosed swimming areas should be opened if possible or not used. Any patient with any sign of infection should be excluded from swimming areas with other campers.

## Accidents

It is interesting to note in the list of causes of death in Canada in the past six years that lightning accounts for from eight to twenty deaths a year. Many camps are located on lakes and streams and it is probably a wise precaution to advise leaders of trips to avoid exposed areas on the water or land, or near isolated trees during severe electrical storms. The great importance of proper and long-continued respiration in persons electrocuted from any cause cannot be over-emphasized.

## Water Skiing

The tremendous increase in this water sport has caused many camp directors to examine this form of recreation and to consider the risks involved and safety precautions necessary. Apart from the cost of the equipment and the fact that few persons can participate at one time, the hazards are very apparent. Even a strong swimmer can get into difficulties when travelling at high speed, particularly if the water is struck with the mouth open or with a sudden rush of water through the nose causing obstruction to breathing. The danger of becoming tangled in the rope or handle can be lessened by supplying proper

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# IDEAS . . .

## FOR TRAPPING SMALL MAMMALS

BARRY G. LOWES, *Director, Camp New Moon*

Since most animals prowl about while we are asleep, it is quite possible for a camper to be at camp all summer and never see a wild animal . . . in fact, few campers do. This is truly a shame, for, what child's curiosity isn't aroused by a small furry creature which can be handled and observed. However, the first problem is: how to catch these nocturnal animals. Of all traps yet devised, the simplest is still probably the most successful. Here is how it works:

Take any large tin can (even a big galvanized wash tub is suitable), bury it flush with ground level or one-quarter of an inch below. The can may be left dry, or an inch of water may be poured into the bottom of it. If the water is too deep, the animals will drown.

Dig one of these traps into the side of a creek bank, about one foot back from the water's edge. Plant another in an open field, for shrews, mice, moles and so on.

No bait is necessary. The animal simply falls into it while prowling around at night without a flashlight. (A good moral for campers!).

You may say: "The odds of something falling into a trap are too slim". On the contrary, the countryside at night is teeming with life. It will surprise me if you do not catch some animal almost every night.

The greatest thrill comes from campers setting out their own trap or complete trap line. Each morning finds them racing to see what the previous night has produced. (This could be the answer to the problem of early risers).

The range of small mammals that you will trap over the period of a summer will astound you. These creatures can be kept in the camp zoo or museum for a few days, while they are positively identified and their habits observed. Then they should be released.

It is almost impossible to keep an animal alive for long in captivity. It is just too difficult to simulate their wild diet or satisfy their voracious appetites.

Some campers may want to learn how to skin animals or prepare specimens for stuffing, or even to stuff them. Whatever is done, it is an activity that is guaranteed to capture the interest of campers

Write in next fall and let us hear about some of your catches.

### Insect Zoos

Does the term "insect zoo" sound too far-fetched to you? Small and easy to maintain, these miniature zoos can be endless sources of fascination for campers.

Catching insects, pinning them to boards, and labelling them, does serve a purpose, but keeping insects alive so that they can be observed is far more

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# *Canoeing . . .*

## *A Canadian Heritage*

By Mary Porter



### PART III — ITS MODERN ASPECTS

There are four types of modern canoe used in Canada to-day, namely: wooden canvas, kayak, and aluminium. Wooden and canvas canoes are sturdy, graceful and smooth. They are manufactured by the white man and modelled after the Indian birch-bark craft.

The basswood canoe is the most common form of wooden canoe. It is made of thin boards of basswood placed over hardwood ribs six inches apart. Strips of hardwood are used to batten the cracks. Another form is the longitudinal strip canoe, made of inch cedar strips running from end to end and placed over hardwood ribs, like the basswood only closer together. A third form is the cedar rib canoe, made entirely of inch wide arched ribs fitted together with only two or three longitudinal strips besides the gunwales and keel. The cedar form is strong and light. The basswood is even stronger but it absorbs more water and by the end of the season is very heavy. Most wooden canoes must soak up water to tighten their seams. Therefore, trippers prefer canvas canoes which are lighter on portages. All Canadian wooden canoes are made without seats but have a thwart instead. These are chosen by racers for their speed and lightness, for they do not have time to get soaked. For river work, Canadian woodsmen prefer the wooden canoe which is less apt to be seriously damaged by rocks.

The sixteen-foot canvas canoe, or "Peterborough", as it is known in some districts, or the "Canadian" type as it is known in Europe, is the best all purpose canoe. Its smooth outer surface offers little friction to the water. This surface is made of processed, painted canvas, which is placed on top of thin cedar planks, which in turn are on top of the cedar ribs. The canvas canoe has a keel, gunwales and wicker seats. This craft has many notable features: water-

tight, buoyant, stable, smooth surface, light weight, solid construction, keeps its shape, will stand hard knocks, and can be easily repaired. Is it little wonder that it soon replaced the earlier forms? Drying in the sun does not open its seams.

The modern kayak has already been described. The "foldboat" or folding kayak is a recent form popular in Europe. This small craft may be propelled by paddle, sail or outboard motor. It is easily transferable, for the framework and canvas can be taken apart and carried in a dunnage bag. The foldboat has been suggested as a means to a new kind of holiday.

Aluminium, a new material tried in America, provides watertight bulkheads. The aluminium canoe is easy to take care of and comparatively light to portage. However, some criticize it as being too hot in sunlight, too noisy in high waves, and too easily punctured by rocks. Fiberglas, plywood and plastic are the latest experimental materials whose merits can only be determined by time, wear and tear.

These manufactured canoes are not so very different from the native variety for, "the large freight canoe of the fur trading days and the Indian war canoe have their modern counterpart in the canvas covered freighters still in use in Canada's north country, and in the war canoe of the regatta". The Peterborough Canoe Company makes a wooden longitudinal strip, and five types of canvas covered canoes as well as five styles of paddles of which the beavertail is recommended for all-purpose paddling.

Canoeing as a sport for recreation has many aspects. It may take the form of: hunting, fishing, tripping, camping, racing and sailing. Thousands of vaca-

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# DUEL . . . . . .

*We have Miss Mary Barker of the Y.W.C.A. of Canada, to thank for editing this Department of your magazine.*

## OUR PARENTS VISIT CAMP ALMOST ANY TIME

We believe that the closest possible communication should be maintained between the camp, the child and the parent. How better can we do this than to welcome a visit from the parent? Our reason for this "open season" on parent-visiting, is that we believe they like to see their children in the day-to-day camp programme. When parents are in camp, all the activities are in normal progress, and they can wander from one to the other as observers. In some activities, their child will be participating; in others she will act as hostess, introducing her camper and counsellor friends.

Week-ends are popular visiting days, therefore we keep our Saturday programme similar to the other days of the week. Sunday is different. It is a good day for visiting with staff personnel, but not for seeing camp programme in full swing.

We believe it is important that the children feel that their parents are welcome to visit them at any time. Some children need this for security. A good director-parent relationship will assure that the visits come at a convenient time, and are not too long or too frequent. We do ask the parents not to visit until after the first two weeks, and then to check that their child will be in camp rather than on a trip; we do not let visits interfere with canoe-trips. Enjoying a visit together is one of the few ways that a parent and child can share the camp experience.

# . . . . . ISSUES

*This month's Issue arose from provocative discussions at one or two Executive Meetings. What do you think?*

## WE PLAN OUR VISITING DAY AT CAMP

The purpose of visiting at camp is to give parents and camper the opportunity and pleasure of spending time together in the camp setting. The visit should result in a better understanding of what the camp experience has meant to the child, and enable them to discuss with him his evaluation of camp life. To achieve this result the parent should meet the counsellors, his cabin-mates, explore the camp-site, see him perform in his favourite activities, and chat with the director.

A planned visitors' day fulfils all these requirements without the negative aspects of unplanned visiting. There is no disruption of programme, such as occurs when a child is withdrawn from an activity when his parents arrive. There is no disappointment in his cabin-mates because their parents did not surprise them. Some children feel rejected when their parents do not come as often as they seem to feel other parents visit. Frequent interruptions by different parents within the same cabin involve further upsets to some campers and certainly to their group programmes. The counsellor is withdrawn from his responsibilities to his group in order to give the parent the opportunity to discuss the child's adjustment. These frequent interruptions during a camp season are considerably disturbing. The director, too, must spend too much time of each day with visiting parents. Parents from distant cities find frequent unscheduled visits an inconvenience, and they have, without exception requested one planned visiting day. They recognize frequent visits offset the advantages that camp has to offer.

There are displays of Arts and Crafts projects, scenery from dramatic productions, nature lore acquisitions and such. The instructors are all available to discuss progress in skills and in some activities it is possible for the child to demonstrate his progress.

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tioners participate in the various aspects of this sport every year.

The Canadian Canoe Association was founded in 1900 and its headquarters were at Grindstone Island, one of the Thousand Islands in the St. Lawrence. Its purpose was to co-ordinate the activities of the Canadian clubs and to facilitate the holding of competitions both in paddling and sailing with the American Canoe Association. It has held annual championship regattas every year since its founding, for fifty years.

Canoeing was included in the Olympic Games as an official event for the first time in 1936. The mens' events were: the 1,000 and 10,000 meter races for one- and two-seater kayaks and for one-and two-seater "Canadian" type canoes. There was a 500 meter, one-seater kayak event for women. The results of the competition in Berlin surprised those who thought that the great canoeists came from North America, when Czechoslovakia, Austria, and Germany took top honors.

The Canadian Government has done much to encourage recreational canoeing. The Departments of Transport, National Development, and Natural Resources all publish pamphlets on canoe trips, routes, and camping. There are mainly promotion folders of romance and adventure, aimed at attracting the American tourist. The Department of Lands and Forests publishes *The Algonquin Story* which shows the development of the Park from the first survey trip to Tom Thomson's time. Visitors flock to the memorial of that famous artist, woodsman and guide. The Park area has become a very popular canoe tripping centre and is the home of a number of childrens' camps. Many suggested canoe routes follow the old routes taken by the Indian and the fur trader.

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# IDEAS . . .

## FOR TABLOID ACTIVITIES

BARRY G. LOWES, *Director, Camp New Moon*

Tabloid meets and contests are an effective way of encouraging large numbers of people to engage in recreational activities. Once learned, the principle of tabloid activities can be applied to many types of camp programmes, e.g. track meets, social games, stunts, archery, swimming, etc. Rather than catering to a few stars, tabloid meets provide activity, enjoyment and incentive for people of all ability levels. Competition is against standards which can be adjusted up or down to suit the group level. While tabloid meets are valuable and can be run off swiftly, they do require organization.

### STANDARDS AND SCORING

The scoring in a tabloid meet is done on the basis of whether or not a competitor meets the required standard. It is not so important to be the best as it is to achieve the predetermined standard.

Prior to the meet, the officials decide what the standards should be.

If the event calls for time (running), distance (throwing), height (jumping), the time, distance, or height that the average person could be expected to attain is taken as the standard.

In the case of items of skill such as water safety, diving, etc., the standard becomes the successful completion of the skill as determined by what the average camper can do.

There are two ways of scoring: the single standard and the double standard.

a. In the single standard method, a standard of performance is set for each event. A competitor who attains that standard scores 1 point for his team. If he fails, no point is scored.
b. In the double standard method, two standards of performance are set: a high and a low. Most should be able to attain the low standard and few should be able to attain the high standard. Any competitor who attains the high standard scores two points; if he fails, he may try the lower standard; if he succeeds, he scores one point; if he fails, no score is made. (The double standard system is usually considered the better method.

#### Team Standing

To decide the winning team, the team standings are used NOT the total points gained. Thus, the team that finishes with the greatest number of points in an event would be credited with "1st place", second largest would be "2nd place" and so on. When these places are totalled for all the events, the team with the *"lowest score"* would be the winner.

#### Teams

Any number of campers may participate. Divide the group into the same

number of teams as you have events. Six to eight on a team is considered best in most cases. You may wish to use cabin groups. You can mix campers of all ages just by setting up separate standards for each age group. Number the events and number the teams.

Locate the events so that the teams can rotate from one event on to the next when the signal is given by the person directing the meet. He gives the signal when all the teams have completed an event. On the signal all the teams move on to the next event, according to a pre-arranged plan.

### Meet Officials

A meet director is placed in charge of the meet. Judges are stationed at each event and then determine the successful attempts made by the team members.

The judge enters the team total on a score card and it is then taken to the master scorer.

**Example of Judges' Card**

Team ..... Events .....

Passed High Standard ..... Points .....
Passed Low Standard ..... " .....
Failed ..... " .....

Total Points .....

.....
Judge's Signature

**Example of Master Score Chart**

| Team No. | Event 1 Points | Event 1 Place | Event 2 Points | Event 2 Place | Event 3 Points | Event 3 Place | Total Places | Final Standing |
|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| etc. | | | | | | | | |

## A FEW SUGGESTED EVENTS

These suggested events are only a beginning. You will devise many excellent ones at your own camp.

### Track and Field

100 yd. dash, high jump, broad jump, standing broad jump, baseball throw, discus, shot put, etc.

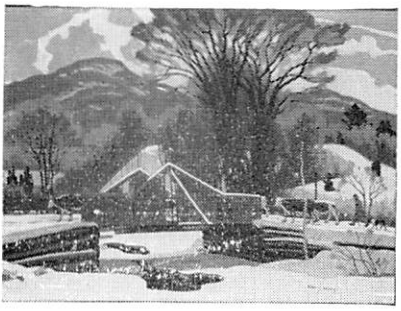
### Social Stunts

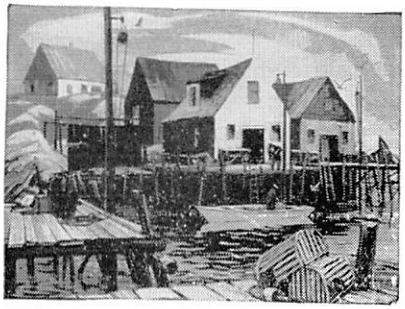
(Ideal for rainy day carnival).

1. Shoot out a candle with a water pistol from 10-12 feet distance. Give each player three shots.
2. Pitch pennies into a saucer floating in a pail of water from five feet way.
3. From eye level drop clothespins into a milk bottle.
4. Bounce table tennis balls into tin cans or an egg carton from 10-12 feet distance.
5. Inhaling through a straw, pick up as many peas as possible from one plate and transfer them to another plate five feet away in fifteen seconds.

Think how this tabloid principle could be used for a day of woodcraft events, swimming, canoeing, team sports on land or in the water. The possibilities are infinite. With careful preparation they will become important programmes for you too.

—●





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# For Your Camp Library

DOROTHY M. DOUGLAS
*formerly Executive Secretary, O.C.A.*

*"A good camp library is as important as boats and a waterfront." This is not your reviewer speaking but two camp directors who are also parents, Kenneth and Susan Webb, co-authors of SUMMER MAGIC. We should like to add that this good camp library could, in fact, be three libraries — or at least three shelves — one for the directors, one for the counsellors, and one for the campers. Nowhere are there better opportunities or so many ideal settings for reading or being read to aloud — on a mossy bank under the trees, swinging in a hammock, curled up on a bunk, cosy by an open fire while rain beats on the roof — stories told around the campfire, under rustling leaves in an outdoor chapel. Books stretch the imagination, help to sort out human values, stimulate ideas, give us keener insight into the dreams and motivations of other people. And at camp we aren't told what to read, we can choose. Reading, too, can serve to counter-balance the intense physical and creative activity that we find in the camp programme, refreshing and relaxing those who read alone, or who sit together to listen, relieved for the time of the pressure of social intercourse. Don't let us plan a camp programme that crowds out such pauses at this well of refreshment.*

## MAKE YOUR OWN SAILS

R. M. BOWKER AND S. A. BUDD

This reviewer being much more conversant with sails from the aesthetic than the practical viewpoint, is hesitant to make observations on a book dealing with a technical aspect of sailing. We tried to hunt up one of our keen sailing friends to obtain an expert opinion — only to find they had gone to Bermuda for Easter — to sail! However it would seem evident that this handbook with its many plates and diagrams could be immensely helpful both as a guide in the purchasing of commercially made sails as well as to the making of one's own. Camps with a skipper or skipper and staff in charge of sailing might like to consider with them the advantages of making some of the camps' sails. There are chapters on the theory and practice of sails and sailmaking, sailcloths, sailmaking operations, the stretching of new sails, their care and maintenance, renovation, repair and alteration. While written in England the book covers the many different purposes and conditions for which sails can be designed, various types of craft and rigging. Macmillan & Co. Ltd. publish a number of other books on sailing and seamanship. Macmillan Co. of Canada Ltd., $2.00.

## A SPORTSMAN'S NOTEBOOK

IVAN TURGENEV

For the camp director's drowsy afternoon in the hammock under the trees or for the counsellor's day off, this collection of short stories or sketches of rural life in the Russia of 100 years ago is beautiful reading. Sensitive to the beauties of nature (which are lovely now just as a century ago!) and to the enchantment that lies in the infinite variety of personalities one meets in one's rambles, Turgenev weaves words skillfully together in a tapestry of tales. He could not bear the moral climate of the Russia of his day and so he lived in France, wielding his pen to plead the cause of the brutalized serfs of his homeland. Not by claiming for them their "rights" does he do this, but rather by letting his readers discover how human, often admirable, and nearly always lovable these people are. Sherwood Anderson has called this book "the sweetest thing in all literature." A Compass Book of Viking Press, distributed by Macmillan Co. of Canada Ltd., $1.69.

## POSTCARDS FOR THE CAMP TUCKSHOP

Did you know that there is a series of postcards of BIRDS OF CANADA prepared by the National Museum of Canada, which are reproductions in full colour of paintings by Alan Brooks and E. G. Hennessy of fifty different birds showing both male and female in a typical setting? On each card is also a description of the bird, its size, markings, special characteristics and habitant.

The series of fifty comes in a package costing $1.00 (or 2c each), and may be obtained from The Queen's Printer, Ottawa, Ontario. Why not order a supply of these to supplement your camp postcards at the Tuck Shop, or to decorate a lounge or cabins?

*continued on page 36*


***For . . .***

***The Camp Library***

*by Margaret Govan*

THE TRAIL OF THE RED CANOE

Four girls have an exciting adventure during a canoe trip in Algonquin Park. $2.25

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## CAMPS AND THEIR MODERN ADMINISTRATION

HAZEL K. ALLEN

Any book that contains information on Camp Management, particularly if it carries building plans, drawings of any sort, is always worth adding to a Camp Library. Business Managers and Directors usually enjoy a book that outlines administrative procedures — not necessarily because they need help but rather because they like to see what other people do. And who knows? Perhaps the other people *have* some new ideas.

Although Hazel Allen's book is written for Y.W.C.A.'s, if you change "her" to "him" the book is just as good for a boys' Camp as a girls'. And since the author is an experienced Camper, her material is helpful and sensible regardless of the type of Camp.

Only two chapters talk about people; the others cover the practical aspects of running a Camp. There are suggested forms for every occasion — for those who like forms. (I guess I haven't provided enough at my Camp). There are good reminders about insurance coverage, and who pops up at the head of a chapter on the Budget but that reliable twain "Dimock and Hendry"?

Camp dietitians should read the Chapter on Food and Food Service, although I imagine this is old stuff to them. Just the same, there are helpful ideas and some good menus.

The Chapters on Camp Sites and Building Notes (why aren't the chapters numbered?) give " a certain body of information which may be helpful" and should be especially interesting to those who enjoy the building end of a summer Camp.

As for me I enjoyed the book and am definitely adding a copy to my Camp Library. George J. McLeod, Limited, Toronto, $1.75.

R. H. Perry

—●

# WOODFIRE AND CANDLE-LIGHT

*So many of Miss Mary Edgar's poems seem to fit so perfectly into the camp worship service. This month's collection has been requested from time to time, so this page will be made available in re-print form to any camp director or staff member who writes in for it.*

## THE CAMP HYMN

God who touchest earth with beauty,
Make my heart anew;
With Thy Spirit re-create me
Pure and strong and true.

Like Thy springs and running waters,
Make me crystal pure;
Like Thy rocks of towering grandeur.
Make me strong and sure.

Like the dancing waves in sunlight,
Make me glad and free;
Like the straightness of the pine trees,
Let me upright be.

Like the arching of the heavens,
Lift my thoughts above;
Turn my dreams to noble actions,
Ministries of love.

God who touchest earth with beauty,
Make my heart anew;
Keep me ever by Thy Spirit
Pure and strong and true.

## A LITTLE BOY'S PRAYER

Dear Father God, I want to talk
a little while to You,
It's friendlier than saying prayers
like grown-up people do;
You see, at night I'm sleepy,
so I say: "I lay me down".
I suppose You hear that same old thing
from every child in town.
Perhaps You don't know who I am!
I'm John and six in May.
I never told You that before,
'cause mother makes me *pray.*
I thought You ought to know me,
and perhaps if I knew You
You could find some way of showing me
the things that I could do.
You must be very busy
and there surely is a way
A fellow can be useful,
more than just to kneel and pray.
Supposing every morning
when the day is fresh and new
I come here in the garden
to talk a while with You,
Do you think that You could find for me
an odd job here and there?
I'd jolly rather work a lot
than have to say a prayer!

*continued on page 38*



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## FOR AN OUTDOOR CHAPEL

Bless this chapel, Lord, we pray,
Keep it lovely night and day;
Bless these trees so straight and tall
Spreading sheltering arms o'er all;

Bless the sun whose friendly rays
Bid us lift our hearts in praise;
Bless the birds that sing above
Telling of the Father's love.

Bless this outdoor chapel, Lord,
May we listen for Thy word;
Guide us on the upward way,
Keep us faithful day by day.
Bless us in Thy open air
As we lift to Thee our prayer:
Now and in the years to be
Keep us ever true to Thee.

## THE GUARDIAN TREE

I have a silver birch tree
To guard my door at night;
She stands, my Guardian Angel,
In shining robes of white.

She lifts to heaven her slender arms
And I seem to hear her pray
That God will bless my house, and you,
And keep all harm away.

—●

*Write to the Ontario Camping Association for your copy of this page. There is no charge to members of the O.C.A.*

# IDEAS . . .

## THE MAGIC OF MOONLIGHT

Sometime during the two camp periods of moonlight you will want to take your cabin group on a Moonlight Walk. If you do, you will never regret it, and your campers will never forget the beauty of the familiar camp scenes in the silvery garb of the moon's beams.

There should be some preparation for this special event. Campers should be coached beforehand about the necessity for quiet as they stroll through the camp at night with their counsellor. They should be instructed to walk carefully, to carry flashlights, to dress warmly if the evening is chilly.

The Moonlight Walk should not be an hilarious event, since other campers will be asleep. But rather should it be a solemn occasion on which to view the wonders of the stars, the beauty in the light-and-shadow of the trees, and perhaps an opportunity to see some rare scurrying animal or night bird.

They will never cease to wonder at the difference moonlight can make to familiar landmarks, the glory it can give to the lake they know so well. The memory of such an evening will stay with campers over the years, and we should give them the opportunity to gather such memories . . . with very careful forethought, of course.

—●

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# WHODUZIT?

W. E. (TED) YARD
*Y.M.C.A. Camp Pinecrest*

Water safety is a primary concern of a well-organized children's camp, and the educational work of such organizations as "The Red Cross", "The Royal Life", "The Y.M.C.A.", "The Camping Association" in this tremendously important area, is becoming increasingly significant.

Teaching swimming, teaching life saving, and teaching care and use of watercraft, are all a part of water safety programs. However, the specific area with which we shall concern ourselves here is that of IDENTIFICATION . . . Assuming that every camper has reached a recognizable level, *how are they identified so that camp staff can readily recognize whether or not the use of certain watercraft is permissable for a particular camper?*

Many camps identify non-swimmers by a tag or neckerchief, which is removed when the child passes the elementary test. By this system, a non-swimmer is easily identified, but it still does not answer the all-important question — is *that* camper qualified to be in that canoe or boat?

In one situation, small plastic disks have been used as identification. (Poker chips will do well). These are drilled with a power drill a dozen or so at a time and a cord is attached. Each disk is then numbered with an indelible marker and varnished. Each camper is given a tag with his assigned number. This is worn around the neck at all times and is hung on the appropriate hook on the "Buddy Board" during swim periods.

A *red* disk designates a poor swimmer.

A *white* disk designates a fair swimmer.

A *blue* disk designates a good swimmer.

The following levels, privileges, and marks of identification, have proven helpful in one situation.

Non-swimmers wear red bandanas

**I "D" Test or Beginner's Test:**

1. Swim 50 feet — jump in feet first in deep water.

   Swim 25 feet — turn around — swim 25 feet back.

Passing "D" test entitles boy to wear *red* disk and to use punts in shallow enclosed area.

**II "C" Test:**

1. Swim 40 yards any style.

   For use of rowboat or in canoe with counsellor.

Passing "C" Test entitles boy to wear *white* disk.

**III "B" Test:**

1. Swim 200 yards, any style.

   Is eligible for canoe instruction. Can go out in canoe alone.

Passing "B" Test entitles boy to wear *blue* disk.

**IV "A" Test:**

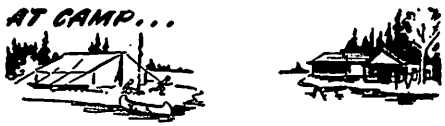
1. Dive or jump into water fully dressed — remove shoes, then tread water 30 seconds using hands and feet. Remove all clothing and tread water 30 seconds with hands out of water. Then turn and swim 440 yards without stopping, any style.

   Can go on canoe trips.

Boy passing "A" Test wears no disk.

ALL SWIMMERS PASSING TESTS OUTSIDE ENCLOSED SWIM AREA *MUST* BE ACCOMPANIED BY A CANOE OR ROWBOAT WITH TWO STAFF IN SAME.

TESTS MUST *NOT* BE ATTEMPTED BEFORE THE MEDICAL EXAMINATIONS ARE MADE.




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# IDEAS . . .

## FOR BUILDING ON A BUDGET

We had an idea for some time for using the frame-work of a large barn as the frame-work of our new recreation hall. I had considered moving the frame-work of the barn on our homestead in Waterloo, but felt this was too great a distance to transport it, so I started looking closer to camp. I saw one barn near Huntsville that looked just right, but found that it was inhabited by two hundred chickens and not for sale.

Consultation with the owner showed that a Mr. Gilmour down the road had two barns that might be availab'e, and since Mr. Gilmour had two sons who were campers of ours, he was pleased to donate the barns.

The next problem was dismantling and transporting the material. That one dissolved when Mr. Gilmour sent us to the farmer across the road, an expert at dismantling old buildings. This man in turn produced the name of a crew in Utterson who moves such buildings, so in no time at all the frame-work of Gilmour Hall found its way to Comak Isle .

ED. DEVITT, *Director,*
Camp Comak

—●


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# IDEAS . . .

## FOR THAT THIRD MEAL

Whether the heavy meal of the day is served at noon or after five o'clock in the afternoon, there is always a third one to contend with, be it Supper or Lunch. To get variety into this lighter repast is a headache to most dietitians or food managers. Perhaps the following menus, suggested by directors of various camps, might help you in your planning for this summer:

Scalloped Ham and Eggs
Tossed Salad
Chocolate Nut Cake
Pears
Milk

* * *

Macaroni and Cheese
Tomato Salad
Plain Cake
Loganberry Whip
Milk

* * *

Salmon and Peas
Head Lettuce
Carrot Strips
Hot Rolls and Jam
Cherries
Cookies
Milk

* * *

Corn Chowder (with chopped meat)
Baking Powder Biscuits Buttered
Fruit Salad
Plain Cake with butter-crisp topping
Milk

* * *

Cream of Tomato Soup
Make-your-own-sandwiches
  Peanut Butter, Cheese, Chopped Egg Mix, Jam
  Meat and pickle mix if available
  etc.
Bread, butter
Jello and cookies
Milk

French Toast
Sliced Tomatoes and Cucumber
Peaches
Doughnuts
Milk

* * *

Baked Beans
Tossed Salad with French Dressing
Jello with custard sauce
Cookies
Milk

* * *

Vegetable plate
Cheese Cubes
Hot Rolls buttered
Fruit Upsidedown Cake
Milk

* * *

Wieners
Cabbage, Raisin and Carrot Salad
Bread and butter
Fruit in season
Doughnuts
Milk

* * *

Cold sliced meat (left-over roast)
Scalloped potatoes
Vegetable Salad
Milk Pudding, Cookies
Milk

* * *

Spaghetti and Cheese Dish
Scalloped Tomatoes
Bread and Butter
Gingerbread and Applesauce
Milk

* * *

Minced Meat Omelette
Buttered Toast
Sliced Tomatoes
Orange-and-banana salad
Cookies
Milk

* * *

Vegetable Soup
Scrambled eggs
Combination Vegetable Salad
Fresh Berries or Fruit
Corn Meal Muffins
Milk


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*Waterfront Adviser, Ontario Council Girl Guides,*
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# THE SWIMMING PROGRAMME IN CAMP

Camp —the place for fun and gay adventure, far from the dust and heat of the city, where children can live in the out-of-doors, climb trees, explore woodland trails, travel the waterways and sleep under the stars in company with others of their own age and interests.

There are many camps, many programs, many different types of child. Most camps are situated by a lake or river and most of the children like to swim. Movement is a basic human need, essential for the healthy growth and development of every child, and water is a medium for movement which presents a new and exciting challenge. It takes courage to immerse oneself in water for the first time, and what a sense of achievement that gives . . . what exhilaration! What then . . . ? How quickly such simple pleasures lose their appeal for our more enterprising youngsters.

Progress is required — from dog-paddle to crawl — from shallow water to deep — from jumping-in to diving. Many and various are the ways of entering water and moving through it. Just as many and various are the dangers and hazards involved. Therefore, the camp provides a safe waterfront, marked off in areas of shallow and deep water, free from rocks and other obstructions. Surround it with buoys and set up rules for its use — twice daily — by the campers.

What can we do to ensure that the waterfront is used to the best advantage, and to help the children progress according to their needs and desires? A safe waterfront is essential for camp, but what happens when the children go on a canoe trip or to their own summer cottages? There they will find no marked swimming areas, stiff with instructors and patrol boats. Instead they may find submerged rocks, undertow or unsuspected currents . . . and it is there that accidents happen.

Most camps have a series of tests by which the children learn swimming skills and by which the Waterfront Counsellors know what standard the campers have reached from year to year; but these tests pertain only to the camp in which they were gained. Not only must we teach children to swim and give them visible proof of their achievement by awarding badges for tests passed, but we must also

teach them the nature of water and weather.

The Red Cross Society and the Royal Life Saving Society foresaw the need for a series of tests which would be generally accepted as proof of the standard attained by the individual. Both realized the importance of including water safety knowledge to make the children aware of the hazards involved and to give them some idea of how to avoid and how to contend with the dangers they might meet. Both have evolved, to meet these needs, tests which are recognized by, and available to everyone.

The Red Cross Tests are designed for people of all ages, and give an excellent scheme of progress in learning swimming skills. Water safety is stressed so that even children who will never swim well are informed of facts which may preserve their own lives and be of real use in saving the lives of others.

The Royal Life Saving Society Awards are designed for older children and adults who are strong enough to tow another person in the water. They teach methods of rescue and give some help in how to avoid and deal with the super-human clutch of a drowning person.

The Elementary Certificate (for those under 12 years old) and the Intermediate Certificate (for 12 and over) encourage young swimmers to take an interest in Life Saving and to prepare for the higher awards of the Society.

Bronze Medallion (minimum age 14) is a comprehensive Life Saving Award including all methods of release and rescue, good style swimming over a distance, and simple knowledge of the anatomy and physiology of circulation and respiration for the intelligent application of methods of resuscitation.

*continued on page 48*


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*continued from page 47*

The Bronze Cross, Award of Merit and Distinction Award, obtainable at a minimum age of 15, 16 and 17 years respectively, are a progressive series of tests concentrating on individual proficiency and endurance in swimming. They include some methods of rescue and knowledge of resuscitation and may only be taken by holders of the Bronze Medallion.

For those who wish to be instructors, there are the Scholar Instructor and Instructor Certificates, obtainable at a minimum age of 15 and 16 respectively, in which the candidate prepares a class of 4 to 6 others for Intermediate (Scholar Instructor) or Bronze Medallion, (Instructor) with 75% success.

At 18 years of age the would-be Instructor is eligible for the Red Cross Instructor's Course.

Thus there are, between the two Societies, generally accepted, scientifically prepared awards, available for 11 consecutive years, enough to keep any child busy for the whole of his camping life.

All Camp Directors expect their Waterfront Counsellors to hold some award as proof of their ability to supervise waterfront activities efficiently. Why not make these awards available to campers, not only for their own safety but to set the footsteps of potential leaders in the right direction.

Last year 416 people were drowned in Ontario. How many of these lives could have been saved by adequate training in childhood?

What will YOU do to protect your campers and increase their enjoyment of our natural resources?

—•

*continued from page 24*

equipment. Striking the head on a ski or twisting, spraining or dislocating an arm or leg, is a possibility. Loss of control in approaching docks, other boats, and stationary objects, create the risk of serious injury.

Strict regulations should be enforced before participation is allowed in this sport. The skier should have passed regular swimming tests and should be forced to wear an approved type of life jacket. Instructions should begin on shore with all the techniques of getting up on skis, of controlling direction and steering around dangerous objects. The driver of the boat should have been tested for the necessary qualifications in handling the craft and its engine. This applies particularly to understanding the right of way when in the proximity of other craft and especially of the safe method of approaching a submerged skier who has fallen from the skis. The driver of the boat should not be responsible for the skier but should take directions from a second person who should always be in the boat and who is directing and controlling the tow-rope.

**Drowning**

It is interesting to note in the statistics dealing with causes of death in children that drowning is second only to road transport and suffocation. Drowning accidents caused three hundred and fifty deaths among children. Only two such drownings in 1954 occurred in places of recreation, the only places where one might consider that adequate supervision has been provided. This would appear to speak well for the organized summer camps.

There are many new developments in the field of health and safety in children which affects camps. The few which have been presented will serve to illustrate that it is necessary to constantly study the factors which are important. It is pleasing to notice the tremendous improvement of health and safety records in organized and well-operated summer camps. —●

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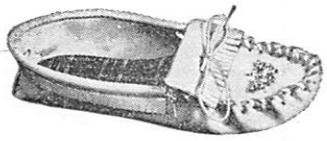
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*continued from page 30*

In north-central Ontario and Quebec many fire rangers, trappers, hunters and fishermen still depend to a great extent on the canoe as a means of transportation. This is also an area of hundreds of summer camps for young people. Indeed, the camping movement has been a great boon to canoeing as a sport. Here the myths of the instability of the canoe are being dispelled, and expert instruction in the care and handling of canoes is being given. The strong emphasis on water safety in the past decade has done much to cut down on accidents and to foster a common-sense attitude towards canoeing.

Most of the recent books on this subject are "how to" books of which *The Canoe and You* and *Canoe Trip Camping*, by R. H. Perry, are the best examples. In these he suggests that certain standards should be adopted by camps throughout the country. At the present time the Ontario Camping Association's Standards Committee is studying minimum canoeing standards for organized children's camps, based on these books.

*The Trail of The Red Canoe*, a book by a well-known camp director, Margaret Govan, is designed to catch the imagination of youth and to inspire in them the thrill and adventure of the canoe tripping experience.

The future of canoeing in Canada lies in the hands of the young, theirs is the heritage and the tradition. May they preserve it and develop this sport to an even higher peak of enjoyment.

—•

*The three articles are to be reprinted and sold for 25c per set, through the Ontario Camping Association Office.*

*continued from page 25*

interesting. One of our real aims in nature programming should be to wean youngsters away from the "catch, kill, label" approach, to the "observe, study, compare, relate" approach. Insect Zoos help to accomplish this.

In the last issue, we described how to set up a night trap for insects. For daytime insect-hunting, the best method is to sweep the grass. Sounds crazy? Here is how it is done.

Take a stick one inch in diameter and about three to four feet long. To this attach a coat hanger which has been re-shaped into a hoop. Make a net from cheesecloth and attach it to the hoop. When finished, you have an insect net *par excellence.*

By swooping down upon any open field, and sweeping the net across the grass or other plants, myriad multi-legged creatures can be caught.

Each camper should also have along a glass jar with some moist grass or moss in the bottom, and an air hole or six in the lid. Tie a cord around the neck of the bottle, so that it can be carried easily.

Back at camp, the insects can be transferred to your insect zoo for study. This zoo can be a gallon jar with a screened top for ventilation. Of course, more elaborate ones can be made from panes of glass if you become really ambitious.

Note the type of surroundings where you captured the insect; i.e.—dry, open field; damp, shady woods; swampland; etc. Try to duplicate this environment in your zoo bottle.

Study the insects closely; classify and identify each one positively. Notice

*continued on page 53*

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*continued from page 51*

what and how it eats; notice how the legs, jaws, etc. are adapted to their particular functions. How does it breathe? What distinct features classify it as being different from its neighbours in the bottle next door? What preys upon it in its wild state? What link does it occupy in nature's chain? Determine its ecological role in the scheme of things.

On and on you can probe, endlessly. There are over seven hundred thousand different species of insects as opposed to only two hundred and fifty thousand species of all animals . . . including man; and the hunting season on insects never closes. Enough material to keep most campers busy for the better part of the summer is just outside any cabin door.

Until the fall . . . good hunting.

—●

## *Check That Diving Board . . .*

Diving boards always take a terrific beating during the camp season. Sometimes, when a diving board gives way, it will go all of a sudden; so it's a good idea to make sure yours is in the best shape possible.

When you put your board up, look carefully for any faults or splinters at the places where it is anchored. Also, check any weak spots in the free part: two-thirds from the end of a stiff board, and one-third from the end of a springy board, since these are usually the troublesome areas. If your board gets a lot of use, it should probably be a little on the stiff side at the beginning of the season. A summer full of active campers will weaken anything.

—●


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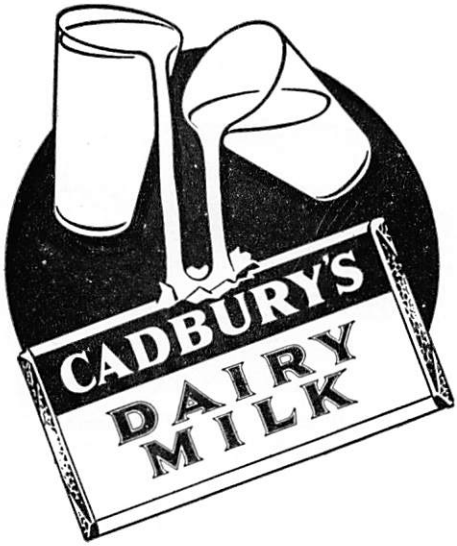
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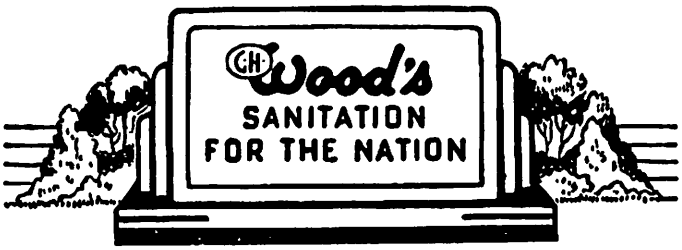
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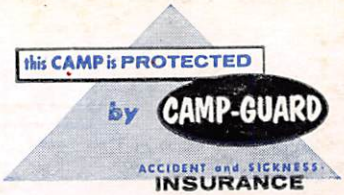
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